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HOW I TEACH NEW ENGLAND

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I have more and more been impressed with the fact that the teaching of geography is my opportunity to encourage my pupils to understand the world in which they live. How this can best be done is always the great question for me. One of the aims of geography teaching is to emphasize the dependence of the life and occupations of any locality upon the resources of the natural geographic region of which it is a part and upon its accessibility to the resources of other regions. This aim appealed to me as the one that might best enable me to help my pupils understand the world in which they live.

Therefore, my job was to teach New England in such a manner as to accomplish that aim. One word in that aim, "locality," stood out in my mind. What do my pupils know about their locality? How shall I begin to find out? In pondering these questions, it occurred to me that I might start the pupil's locality right in his own home. Hence, I introduced my work with the following questions: What things do you know in your home? What kind of kitchen stove have you, and where was it made? Most of my pupils know what kind of stove they have at home, but are not sure of where it was made. Why is it that you don't know? Because you have never looked to see.

SURVEYING THE HOME

Did you know that nearly everything made by factories is labeled with the name and place of that factory? Look at home and be ready to tell me tomorrow where your stove was made. Maybe you would like to make a list of where other things are made that you find there, such as your kettle, pans, dishes, silverware, chairs, hardware, clothing and foodstuffs, or anything else you may see in any other part of your house. Look for labels, tags, or markings of

any kind that will assist you in finding out where each article was made.

This is the way I begin my teaching of New England. I find that all my pupils will actually show interest in this part of the work. All seem to be anxious to find out about things that they have at home.

Assigning the Floor Talk

In keeping with my aim, I make the following assignment as soon as possible—the first day, if convenient. It will be expected that each boy and girl will give a floor-talk on some article made (1) in the immediate neighborhood, (2) in other parts of Boston, or (3) in any part of New England outside of Boston. These talks must be given according to the following outline:

Name of article.
Name of factory.
Approximate number employed in factory.
Raw material used.
Where raw material is obtained.
Kind and source of power used.
Means of transportation.
How the finished product is packed.
Where the finished product is sent to be sold.

The pupil is encouraged to bring in any materials he can get to illustrate any part of his talk. These talks may be given at any time during the year, and each pupil is allowed ten minutes of a regular class period. Having these talks extend over the year, accomplishes two things in my opinion. First, they tend to emphasize constantly the chief work of New England, and second, they serve to make comparisons with the chief work of other sections as studied. This type of work is a forerunner of the special project talks given in the eighth year.

Preparation of a Working List

At the next lesson, a list of articles together with the place at which each was made is prepared from the contributions of my pupils. This I call my working list. If each pupil contributes only one article, I find that the list will be of sufficient quantity and variety to permit a systematic development of my whole plan of teaching New England.

I next want my pupils to see that the entire list can be divided into two groups according to the original source of the articles.

What are the two chief sources of all raw materials? Little difficulty is experienced in having seventh-grade pupils see that agriculture and mining can account for practically all commonly used raw materials. To show them how accessible these two resources are to large centers of factory productions is my next task.

DEPENDENCE ON OUTSIDE RESOURCES

Returning again to the pupil's kitchen stove, I ask: Where did you find your stove was made? Taunton, Massachusetts, seems to be a favorite place. In what part of Massachusetts is it? Why is it a favorite place for stove making? What raw material is necessary for this industry? Is that raw material mined in Taunton? In Massachusetts? In New England? I feel that at this point the pupil will begin to see the need for seeking information that he does not now possess, and can be easily led to see the value of a textbook. (A lesson on the use of indexes is inserted here.) I never make an assignment of homework by pages, as I find if I can create little problems in the minds of my pupils that they want to solve, they will become pretty familiar with the makeup of a textbook.

Where do the stove makers of Taunton get the iron to make stoves? This is my first opportunity to lead my pupils to see that other sections outside of New England are needed to furnish it with raw materials. A series of similar lessons on articles from the mining group of my list should further emphasize the necessity of calling upon outside sections. How important other sections are to New England in helping it with its raw material needs gives an opportunity to lead naturally to the study of other sections at the proper time.

Since stove making calls for the mining of products outside of New England, how about other articles in the same group? Do the mines of New England furnish any raw materials for any article we have listed? Right here I feel that the following assignment is of great assistance in carrying forward this work.

Each pupil is required to make a state-plate, which is simply a sheet of map-drawing paper with evidences of factory productions of one of the New England States. For example, if a pupil chooses to show factory productions of Massachusetts, he must print at the top of his paper, "Massachusetts." He is then expected to paste on that sheet labels, small pictures, clippings and advertisements from newspapers, etc., showing products of Massachusetts. With similar plates showing products from all six New England States displayed around the room, my pupils have constantly before them reminders

that New England is a productive area. This type of activity meets with such an enthusiastic response from the pupils that I am led to believe it to be a great asset to pupil thinking.

By means of a series of lessons on certain articles from the mining group, I attempt to emphasize all the essential metal manufacturing centers such as Worcester, Taunton, Springfield, Hartford, New Britain, etc.

Uses of Agricultural Products in Manufacturing

My next step is to emphasize manufacturing due to agriculture. I plan to choose articles from the list that represent New England's chief manufactures along that line, such as woolens and cotton (textiles) and boots and shoes (leather goods).

Let us consider scarfs for a while. "Did any boy or girl wear one today?" I ask. Ordinarily, I might have developed the woolen industry from scarfs. But this year one of my boys just had to tell us about his brand new Mackinaw sent to him by an uncle who worked in a factory in East Douglas, Massachusetts. Finding it expedient to be something of an opportunist in the conduct of my class work, I immediately seized this opportunity to direct the attention of my pupils to this industry. Such questions as this followed: Where is East Douglas? What raw material was necessary to make this Mackinaw? Where did it come from? What power was used in the factory and what was the source of it? How are the products of that factory packed and shipped? Where is a good market for such products? Right here is my chance to drive home the fact that Boston is the greatest wool market in the United States. This particular lesson proved to be especially interesting to the class, as the boy to whom the coat belonged not only did a good deal of talking about it, but occupied a rather envious position when he was permitted to put it on before the class for inspection. This one article seemed to stimulate a good deal of interest and imagination—here was a real woolen coat from a real woolen factory.

Similarly some cotton article from the list may be taught. After a series of such lessons in which other textile articles such as silk ties, linen handkerchiefs, etc. are studied my pupils are made fairly well aware of the importance of agriculture as a source of raw material to the textile industries.

A lesson or so directing my pupils toward the shoe industry is now introduced in the following manner: I see shoes on our working list. Do you suppose they are Thom McAn's (This radio appeal

attracts interest.) How many of you have bought Thom McAn's shoes? Do you know where they are made? What are some of the great centers for shoe production? How far are they from Boston? What raw material is used in making boots and shoes? What is the source of this material? Have you any idea how many people are employed in this industry? What is a leading market for these shoe centers?

The above lessons should impress upon the minds of my pupils the fact that agriculture is an important contributor of raw materials to manufacturing; but that New England's agriculture provides little of the amount required for its many industries. However, it is possible at this time to point out that its limited agriculture does furnish some foodstuffs such as vegetables, fruits, poultry, and dairy products so necessary for her industrial centers. Again, New England must look to other regions for its essential raw materials. These planned lessons are greatly enhanced by the many opportunities offered for including information gained from floor talks.

Obviously, this part of my plan, which might be considered Part I, is to set forth occupational New England. In other words, I want my pupils to realize that New England is a region of busy factory towns and cities; that the industries of this region are in general of three main types, namely, small iron and steel manufactures, textile work, and leather work, all having definite locations of concentration. Yet, at the conclusion of this first part of my plan, I would have the following question raised in the minds of my pupils: With a general lack of the essential raw materials, why is New England such a successful industrial region?

EFFECT OF PHYSICAL AND CLIMATIC ENVIRONMENT ON INDUSTRY

Part II of my plan is an attempt to answer that question. I believe this can be accomplished if I can make my pupils understand why New England's industrial centers are where they are. I, therefore, consider it my job to tie up physical New England with occupational New England.

I introduce this part of my plan as follows: How many of you have sleds? Where do you go coasting? Do you know where there are any nearby hills? Did you ever coast down any of them? Would you rather coast down a mountain side? Where and what is the name of our nearest chain of mountains? Just as you have found hills useful for coasting, manufacturers have found hills and mountains very useful for manufacturing. Can you tell how mountains

help the manufacturer? What mountains in New England help the manufacturer? In this manner, the concepts of swift flowing rivers furnishing water power for mills and factories, and the possible availability of mineral products may be developed.

Also I ask: Are there any rivers in our own locality? Do manufacturers use them? What other rivers are in New England? What factory centers make use of New England rivers?

Lessons conducted along the above lines bring to the attention of my pupils the rough hilly or mountainous surface of New England and how the New Englander has been able to make use of this particular type of country.

Thus it seems to me that in the above manner the reasons for such essentials as power, transportation, and the possible availability of raw (mining) materials are somewhat explained. However, to fully explain occupational or industrial New England the other essentials such as skilled labor, markets, and capital must be accounted for.

I again return to my coasting to call attention to the climate of New England as follows: Have we ever had any winter weather that has interfered with your coasting? How does a severe winter day interfere with it? What about the winters of long ago? What have you heard or read about them? How did those severe winters affect the men and women of those days? How does a real cold snappy day affect you?

I believe that the preceding questions open the eyes of my pupils along climatic lines; that they can be led to get some idea of the type of climate the early New Englander had to withstand. By means of winter scenes and poems that describe old-fashioned New England winters, I believe this idea can be easily put over to a class. How cold climates affect man's energies and work-efficiencies can now be emphasized.

The difficulties offered by New England's environment such as rough mountainous country and severe climate explain the cause of the New Englander's skill in making his surroundings serve his purposes.

Once the idea of skill due to the hardships offered by environment has been established, I take every opportunity to discuss with my class such articles as watches, clocks, and any fine textiles that I can get hold of. Articles for such demonstration purposes are usually available thru my collection or exhibit work, or thru illustrative material used by my pupils during their floor talks. I find

opportunities to discuss the marketing of various articles and likewise the capital or business side of New England life by discussing prices and means and methods of buying and selling the articles brought in. Downtown Boston as a business center and its relation to all the factories or industries previously discussed is my direct way of associating the meaning of buying and selling.

SUMMARY

I have herewith tried to present in writing my plan for helping my pupils understand the geography of New England. I have planned to have this work account for a few of the chief industries that provide for clothing and shelter, or things pertaining to shelter —as for example, a stove in the home. In order that my pupils might appreciate the plan I have tried to make them a part of it by having the work emanate right from them. As far as possible, I have tried to have every lesson start from my working list, grow out of a floor-talk by some pupil, or arise as the result of some current experience of a pupil. It is quite obvious that there will be more interest manifested by such a procedure than if the lesson emanates from some experience of the teacher or any other source.

The entire first part of this plan should lead my pupils to understand that New England lives by the trade of manufactured products which they make from raw materials coming from regions outside of New England. They should understand what part their local community plays in this trade as well as places further away.

Part II of my plan is an attempt to show a relationship between the location of New England's industries and its environment. Again I have looked to the pupil for a clue to launch out upon this part of the work. I wish to reiterate that the main point of my entire plan for teaching the geography of New England is to teach from my pupil's point of interest. I see no other way of enlisting or discovering a pupil's interest than to have him provide the subject matter. After this has been done, it is up to me to have my daily lesson plans so flexible that I can incorporate the pupil's contribution.

Too much emphasis cannot be placed on the worthwhileness of my floor-talks, and the exhibit showing products of the region as a means to encourage pupil participation and cooperation. I feel that a few brief explanations of my exhibits should be given here. I reserve a corner of my room for exhibits or collections and maintain a standing committee of pupils to arrange, classify, label, and

list to the pupils' credit whatever is brought in by them. This is one phase of the work that every pupil seems to enjoy. Even those who do not get the enjoyment out of contributing to the collection show a decided inspection interest. So far I have had many more contributions to the exhibit than my amount of space will permit me to display.

THE SUPERIOR SCHOOL GIANT GLOBE: AN ELEMENTARY SCHOOL ACTIVITY PROJECT

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No competent teacher of geography would question for one moment the value of the globe, at any level, to geographic instruction. Many, however, might question the geographic value to elementary students of the construction of a globe. Especially would this question be raised when it is learned that the proposed project is to be a giant eight feet in diameter and twenty-five feet in circumference; in other words a globe on the scale of one foot to one thousand miles. Yet this project was successfully carried out by Superior School, 13560 Superior Road, East Cleveland, Ohio, with what I believe to be boundless pride and enthusiasm for geography on the part of the students.

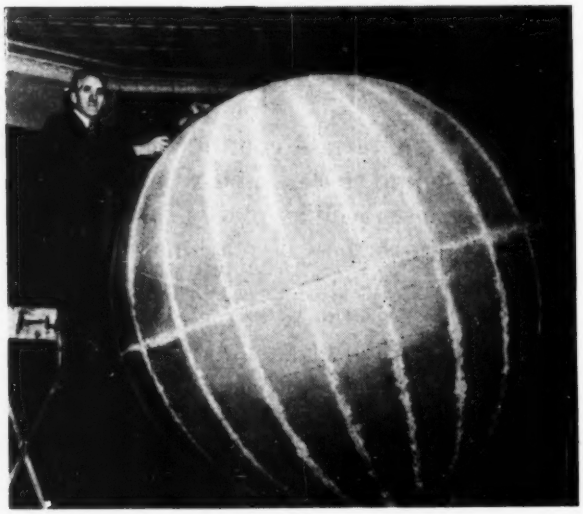

Fig. 1. Constructing the globe.

CONSTRUCTION OF THE FRAMEWORK

The idea of building a large globe originated with the principal, Miss Wilda Bayes, who sought the assistance of one of the Board

of Education carpenters, Mr. George Wisong. He constructed two eight foot hemipheres of one inch lumber and heavy cardboard (Fig. 1). Each hemisphere consisted of a shaped wooden framework with meridians and parallels spaced at fifteen degree intervals to which were attached latitudinal gores of cardboard. The hemispheres were then assembled around a two inch pipe on which the globe rotates freely. Next the axis, inclined at the proper angle, was attached to the floor and ceiling of the second floor corridor. A small movable segment was made in the side of the globe to permit inspection of its interior construction. Crevices and nail holes were filled, and the entire globe was smoothed with sandpaper by the students. A covering of washable fabric was then applied by a paperhanger, and the globe was ready for the real work of the students—the preparation of the grid and the drawing and coloring of the land and water surfaces.

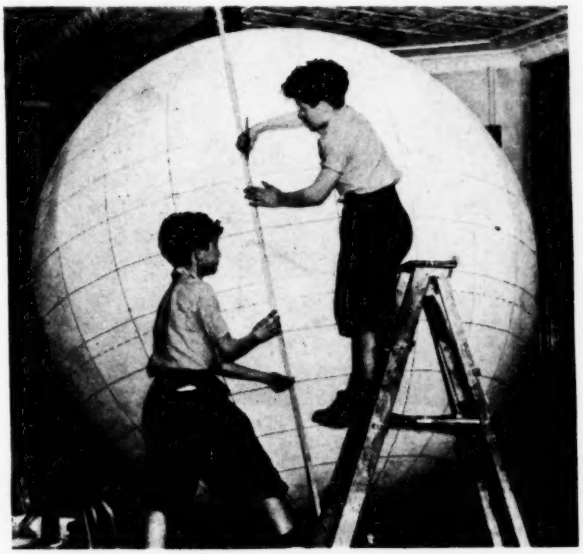

Fig. 2. Sixth graders inking the lines of latitude and longitude.

PREPARATION OF THE GRID

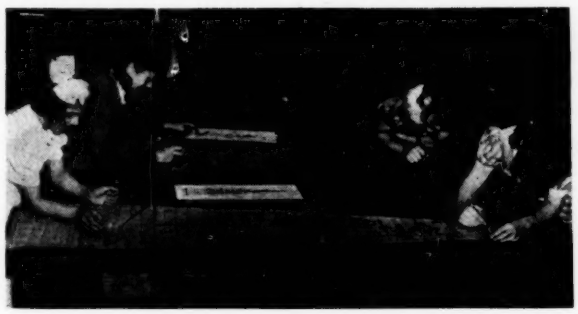

Fig. 3. Drawing the gores.

Under the direction of their teacher, Miss Estelle Benze, the students of the fourth grade prepared the grid and outlined the land features. Meridians and parallels at fifteen degree intervals as well

as the Tropics and Polar Circles were traced on the globe in ink (Fig. 2). The coordinates were drawn to the scale of the globe on gores of wrapping paper fifteen degrees of longitude in width and ninety degrees of latitude in length. Using as patterns small gores traced from an eighteen inch globe, the children sketched the appropriate outlines on each gore (Fig. 3). The completed segments were then fitted to the globe in the proper place (Fig. 4). Next carbon paper was inserted under the wrapping paper patterns, and the outlines of the lands were traced directly upon the surface of the globe.

Fig. 4. Arranging the patterns.

COMPLETION OF THE GLOBE

Students of the fifth and sixth grades did the final coloring with oil paints. The continents, colored a light orange, were outlined in shades of blue (Fig. 5). No attempt was made to indicate variation in the depth of water or the elevation of land.

With the addition of a series of small handles to facilitate rotating and a small

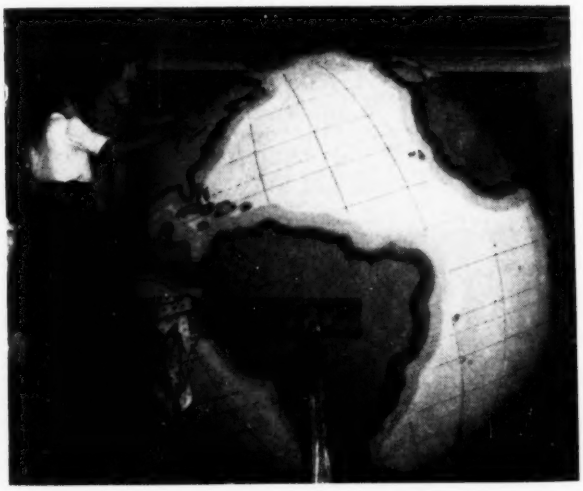

Fig. 5. Painting the globe.

circular stairway and balcony to permit a view of the poleward portions of the Northern Hemisphere, the giant globe was ready for other classes which were always only too eager to work with it.

The original project was undertaken and completed during the school year of 1940-41. Over ninety students took part in this phase of the work, and it is this group that has learned much about the problems of cartography. The real value of the project, however, is still to come. Because of the nature of the surface of the globe the possibilities are almost limitless as far as graphic expression by the students of human, cultural, and natural environmental data is concerned. The present project is concerned with the addition of cities and mountains. Great circle routes as well as seasons, noon-day sun angles, length of day, and time can thus be clearly demonstrated to a large class. Perhaps the greatest value of the globe lies in its large size. It is impressive, and the student is irresistibly drawn to it. He can manipulate it and discover for himself its many possibilities. Supported by the pride of accomplishment, the giant globe is an outstanding attraction to the students of Superior School and the core around which the activities of the geography classes will center for some time to come.

ILLUSTRATIVE MATERIAL FOR CONSERVATION EDUCATION. II. SLIDES

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Slides possess the unique advantage of presenting a large, projected picture which may be examined at length by the class. For presenting concepts which in themselves do not require motion the slide will prove more advantageous than the motion picture, for it stands still to be examined whereas in the motion picture scenes have their brief moment and are then replaced by other scenes. In the slide we also have a type of picture which gives an illusion of reality due to the marked degree with which highlights and shadows are presented. The slide further excels the still picture projected in an opaque projector in that it can be easily seen in an incompletely darkened room. In fact with modern slide projectors the classroom in which slides are to be shown can be quite light and yet satisfactory slide projection can be obtained. (This does not hold true, however, if colored slides or kodachromes are being projected.)

Modern slides are obtainable in two sizes, the regular 3¼ by 4 inch slide and the newer 2 by 2 inch slide, sometimes known as a transparency. The larger of these slides has long been an essential part of the equipment of most classrooms. Recently many teachers have developed their own collection of handmade slides, using either photographic plates or the more simple etched glass, lumarith or cellophane. Complete instructions for making handmade slides, and materials for their construction may be obtained from any of the following concerns:

Keystone View Co., Meadville, Pa.
Radio-Mat Slide Co., 1819 Broadway, New York City
J. C. Reiss, 10 Hill St., Newark, N.J.
Rolab Photo-Service Laboratories, Sandy Hook, Conn.
Williams, Browne, and Earle Inc., 918 Chestnut St., Philadelphia, Pa.

The 2 by 2 inch slide is rapidly gaining in popularity. This type of slide is inexpensive, light, and convenient to transport and ship, the projector is low in price, and, most important of all, these slides may be obtained in natural color kodachrome. This small slide is easy to produce either in black and white or in color. All that is needed is a 35 mm, or candid type, camera, and a fair knowledge

of photography. Kodachrome film for such slides costs $2.65 for a roll of 18 exposures. This includes developing and mounting in cardboard holders. It is strongly advised, however, that kodachromes be mounted between glass to protect them in handling. Satisfactory mounts may be obtained at about four cents each.

In showing slides to a class it is highly recommended that a limited number be used in any one class period. A half-dozen to a dozen slides may be projected and studied with profit in one period. The principal danger involved in using a large number of slides at one time is that the lesson may turn into a show, with insufficient time being given to a study of the projected picture. When a process or series of steps in the development of a concept is being presented, then there is sometimes reason for using a larger number of slides, but in most instances a motion picture would probably show the development better than the slides.

The number of good slides on conservation is somewhat limited, but those which are available are, for the most part, well worth showing. Many companies now sell single slides at about 60 cents each for the black and white, 3¼ by 4 inch size, $1.00 to $1.25 for hand colored slides, and 50 cents each for kodachromes. By buying slides singly rather than in sets it is possible for the teacher to build up a collection which best fits the needs of his class.

The following list of slide sources should prove helpful in building up a useful collection.

SOURCES OF SLIDES ON CONSERVATION

The American Museum of Natural History, Central Park West at 79th St., N.Y.C.

Conservation, Wild Life. Set No. 77. 59 slides. Rental $1.18 for two days.

Cotton Growing and Manufacturing. Set No. 89. 20 slides. Rental 50 cents for two days.

Common Mammals of Eastern United States. Set No. 19, 20 slides. Rental 50 cents for two days.

Farming in the Middle West, Corn and Wheat. Set No. 9. 30 slides. Rental 60 cents for two days.

Farming in New York State. Set no. 181. 25 slides. Rental 50 cents for two days.

Flood Control. Set no. 256. 18 slides. Rental 50 cents for two days.

Great Rivers and Lakes of North America. Set no. 127. 22 slides. Rental 50 cents for two days.

Irrigation and Its Results—I. Set no. 55. 48 slides. Rental 96 cents for two days.

Irrigation and Its Results—II. Set no. 55. 20 slides. Briefer treatment. Rental 50 cents for two days.

Natural Resources of New York State. Set no. 182. 22 slides. Rental 50 cents for two days.

North America As a Continent. Set no. 177. 22 slides. Rental 50 cents for two days.

Our Petroleum Industry. Set no. 205. 23 slides. Rental 50 cents for two days.

Our Western Cattle Ranches. Set no. 206. 24 slides. Rental 50 cents for two days.
Some Birds We See in Spring. Set no. 160. 24 slides. Rental 50 cents for two days.
Some Winter Birds. Set no. 73. 25 slides. Rental 50 cents for two days.
Some Common Trees of the Eastern United States. Set No. 18. 24 slides. Rental 50 cents for two days.
United States, Agriculture. Set no. 104. 25 slides. Rental 50 cents for two days.
United States, Fruit Growing in the West. Set no. 207. 20 slides. Rental 50 cents for two days.
United States, Lumbering in the Northwest. Set no. 208. 24 slides. Rental 50 cents for two days.
United States, Settlement of the Prairies. Set. no. 146. 20 slides. Rental 50 cents for two days.
Water Power and Its Uses. Set no. 182. 25 slides. Rental 50 cents for two days.
NOTE: All the above slides are standard 3¼ by 4 inch size. Borrower pays all transportation costs. Slides may be retained for longer periods at one-half the basic rate for each additional day.

L. W. Brownell, 176 E. 32nd St., Patterson, N.J.
Birds, nests, mammals, insects, reptiles, botany. Send for complete list. Regular size. Colored, $1.15 each; plain, 70 cents each.

Eye Gate House Inc., 330 West 42nd St., New York N.Y.
Geography Drill Map-Slides. Slides come in groups of three. A teaching slide with names, a drill slide that is a duplicate, but without names, and a test slide that is a triplicate, but with numbers instead of names. Each slide in color costs $1.75. Following sets are available: North America, New York State, North Atlantic States, South Atlantic States, South Central States, North Central States, Western States, United States—Rivers and Mountains, United States—Precipitation.

The Forest Service, U. S. Department of Agriculture, Washington, D.C.
Lantern Slides. Standard size. Colored sets available for educational use. Borrower pays transportation costs. All requests for lantern slides should be sent to Regional Foresters, see addresses below:

Region 1. Federal Building, Missoula, Mont.
2. Post Office, Denver, Colo.
3. Federal Building, Albuquerque, N.M.
4. Forest Service, Ogden, Utah
5. 760 Market St., San Francisco, Calif.
6. Post Office, Portland, Ore.
7. Victor Building, Washington, D.C.
8. Glen Building, Atlanta, Ga.
9. Plankinton Building, Milwaukee, Wis.
10. Federal and Territorial Building, Juneau, Alaska.

Geo-Aero-Photo, P.O. Box 750. Oklahoma City, Okla.
Lantern Slides of Aerial Photos. Standard glass slide. $1.25 each. In 2 by 2 glass slides, 60 cents each.
Set no.1. *Grand Canyon of Arizona.* 13 views.
Set no. 9b. *Wyoming Structures and Glaciated Valleys.* 10 slides.

General Biological Supply House, 761-763 East 69th Place, Chicago, Ill.
No. 10HS—*Introductory Botany.* 20 slides. Per set, $14.00.
No. 75—*Birds and Agriculture.* 30 slides. Per set, $35.00.
No. 80—*Bird Migration.* 30 slides. Per Set, $25.00.
No. 85—*Methods of Attracting Birds.* 10 slides. Per set, $11.00.

Keystone View Co., Meadville, Pa.
The following sets of lantern slides consist of 25 standard slides, one map slide,

and a teacher's manual. The price for black and white slides is $15.25 per unit; in color the cost is $44.00 per unit.

Life in the Mountain and Plateau States
Life in the Pacific Coast States
Life in the North Central States
Making a Living in Our South Land
Life in the Middle Atlantic States
Life in Changing New England
The Importance of Agriculture in the World and in the United States
The Farmer and His Family (Primary level)
Birds All of Us Should Know
Wild Flowers All of Us Should Know
Trees All of Us Should Know

National Conservation Bureau, 60 John St., New York City
Write for full list. Many free.

Henry G. Peabody, 800 Prospect Boulevard, Pasedena, Calif.
Standard Slides. Large number of subjects; national parks, the west. Black and white, 50 cents each; colored, $1.25 each.
Kodachromes. Write for complete list. 50 cents each.

Society for Visual Education Inc., 100 East Ohio St., Chicago, Ill.
NOTE: The following natural color kodachromes are available at 50 cents each unmounted, or 60 cents each mounted between glass. Write for a complete list of individual slides.

Geography, United States.
Physical, 34 slides, on various sections.
Industrial, 144 slides on products, etc.
National and State parks.
Visits through the states. Slides on each state in the union.
Nature Study.
Slides on trees and animals of the U.S.

United States Department of the Interior, National Park Service, Washington, D.C.
Colored Lantern Slides. Standard size slides are available for loan on condition that the borrower will return them in good condition. No list of slides is available, but most of the national parks and some of the national monuments are represented. Sets are made up as requested by borrower. Borrower pays all transportation costs.

Wild Flower Preservation Society Inc., 3740 Oliver St., Washington, D.C.
Lantern Slides. Standard size. Over 7,000 photographs of flowers. Colored, $1.25; uncolored 60 cents each.

STATE AGENCIES

NOTE: The following agencies serve schools within their own state boundaries. Write directly to the agency concerned for a full list of the material available.

Delaware State Board of Game and Fish Commissioners, Dover, Del.
Florida Forest and Park Service, Tallahassee, Fla.
Idaho Fish and Game Department, Boise, Idaho
Iowa State Conservation Commission, Des Moines, Iowa
Massachusetts Audubon Society, 66 Newbury St., Boston, Mass.
New Jersey State Museum, Trenton, N.J.
Oregon State System of Higher Education, Department of Visual Education, Corvallis, Ore.
State of Ohio Department of Education, Visual Instruction Exchange, Columbus, Ohio
Wisconsin Conservation Department, State Capital, Madison, Wis.
Wyoming Game and Fish Department, Cheyenne, Wyo.

POLITICAL GEOGRAPHY: A BIBLIOGRAPHY

Compiled by

FANNY A. COLDREN AND JEAN E. COOK
Library, University of California at Los Angeles

The following bibliography was compiled as a reading list in connection with the Institute of Political Geography held at the University of California, Los Angeles, July 27-30, 1942.

The purpose of the list is to serve as a guide to college instructors and students for the study of political geography as it applies to current world problems.

The bibliography is not comprehensive in scope, but is a selection of materials published mainly since 1930 on the following topics:

1. A survey and background of the field of political geography.
2. Problems of political geography concerning specific areas.
3. Political geography in relation to the present war and to the postwar world.

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THE METROPOLITAN DISTRICTS IN 1940

CHAUNCY D. HARRIS
The University of Nebraska

The Sixteenth Census provides population figures on 140 metropolitan districts of more than 50,000 population each.[1] In view of the importance of suburbs in most cities, it is desirable to use such districts in population analyses.

There are 11 cities of more than a million population (Table 1). Of these the largest is New York, which with a population of

TABLE 1. METROPOLITAN DISTRICTS WITH MORE THAN ONE MILLION INHABITANTS

Metropolitan district	Population, 1940
1. New York	11,690,520
2. Chicago	4,499,126
3. Los Angeles	2,904,596
4. Philadelphia	2,898,644
5. Boston	2,350,514
6. Detroit	2,295,867
7. Pittsburgh	1,994,060
8. San Francisco	1,428,525
9. St. Louis	1,367,977
10. Cleveland	1,214,943
11. Baltimore	1,046,692

11,690,520 is the largest city in the world. It is followed by Chicago with 4½ millions. Los Angeles and Philadelphia each have about 3 millions and Boston, Detroit, and Pittsburgh about 2 millions. San Francisco, St. Louis, Cleveland, and Baltimore also have more than a million inhabitants each.

The 11 metropolitan districts of more than a million popula-

[1] Population figures have been taken from press releases of the U. S. Bureau of the Census, Sixteenth Census of the United States: 1940, Series PH-1, Nos. 1-140 and summary, released at various dates between February 13, 1941 and June 11, 1941. The same figures are contained in U. S. Bureau of the Census, Sixteenth Census of the United States: 1940, Population, First Series, Number of Inhabitants, United States Summary (Washington: Government Printing Office, 1941), pp. 71-75.

tion contain 33,691,464 people—one-quarter of the national population, or as many people as reside in all states west of the Mississippi River, excluding only California. The other metropolitan districts contain another quarter of the population of the country. Altogether the 140 metropolitan districts have a population of 62,965,773 or 47.8% of the total population of the United States.

TABLE 2. NUMBER OF METROPOLITAN DISTRICTS BY REGION AND SIZE

Size Group	Region				U. S.
	East	Middle-west	South	West	
1,000,000 or more	4	5	0	2	11
500,000–1,000,000	4	5	2	0	11
300,000– 500,000	7	6	6	3	22
200,000– 300,000	4	4	6	2	16
150,000– 200,000	4	9	4	2	19
100,000– 150,000	6	10	9	4	29
50,000– 100,000	2	13	14	3	32
All sizes	31	52	41	16	140

As shown by Table 2 and Figure 1, most of the metropolitan districts lie in the eastern half of the United States. The largest centers are concentrated in and near the manufacturing belt east of the Mississippi and north of the Ohio and Potomac. The East and the Middlewest contain 8 and 10 cities respectively of more

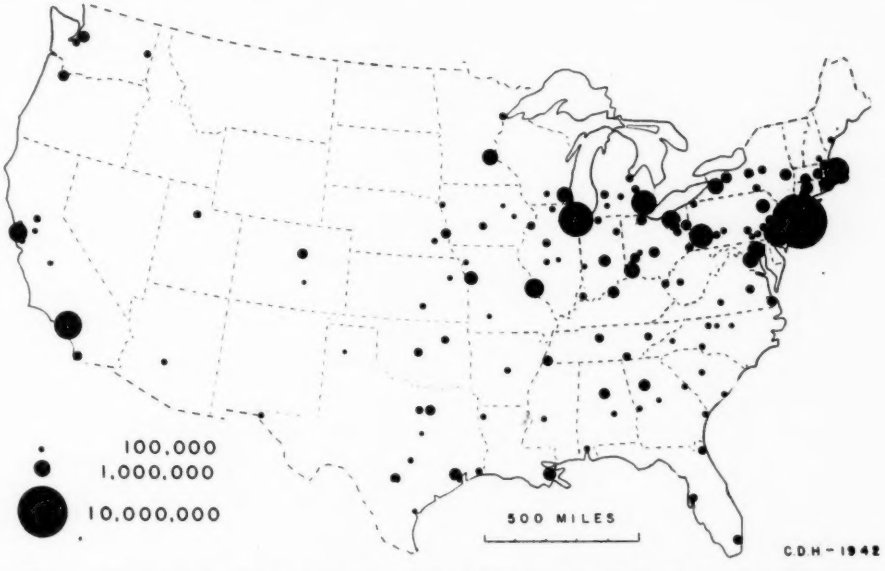

Fig. 1.—Population in Metropolitan Districts, 1940 (Plotted with a chartograph).

than 500,000 population compared to but 2 apiece for the South and the West. Cities between 50,000 and 500,000, however, are more numerous in the Middlewest and the South with 42 and 39 cities compared to 23 for the East and 14 for the West. Thus the populous East by virtue of its small size has fewer metropolitan districts than the Middlewest or the South, but a high proportion of very

TABLE 3. LEADING STATES IN NUMBER OF INHABITANTS IN METROPOLITAN DISTRICTS, 1940

State	Population in metropolitan districts
1. New York	10,857,550
2. Pennsylvania	6,500,840
3. California	5,054,696
4. Illinois	5,022,536
5. Ohio	3,989,682
6. Massachusetts	3,698,765
7. New Jersey	3,673,197
8. Michigan	3,035,251
9. Texas	2,041,165
10. Missouri	1,728,760
11. Connecticut	1,337,441
12. Indiana	1,280,582
13. Maryland	1,182,717
14. Wisconsin	1,040,558
15. Minnesota	1,031,377

large ones. By way of contrast the large but relatively empty West has few cities in all size groups, and most of these cities are on the Pacific Coast, particularly in California. The South has a large number of cities but most of them are of moderate size only. The Middlewest has the largest number of metropolitan districts and they are numerous in all size groups.

The leading states in number of inhabitants in metropolitan districts are shown in Table 3. Of the 15 states with more than a million inhabitants in such districts, 13 lie within or on the edge of the manufacturing belt, and in the heart of the belt all states, except the small ones of Rhode Island and Delaware, fall into this group. Outside the belt only the huge states of California and Texas have more than a million people in metropolitan districts.

The proportion of the total state populations in metropolitan districts varies from 92% for Rhode Island to 0% for 8 states (Fig. 2). Five adjacent states have more than 75% of their population in metropolitan districts and an additional seven states have more than half of their population in metropolitan districts; this

group includes all states in the heart of the manufacturing belt of the Northeastern United States, except Indiana, but no states outside this belt, except California. The 28 other states with metro-

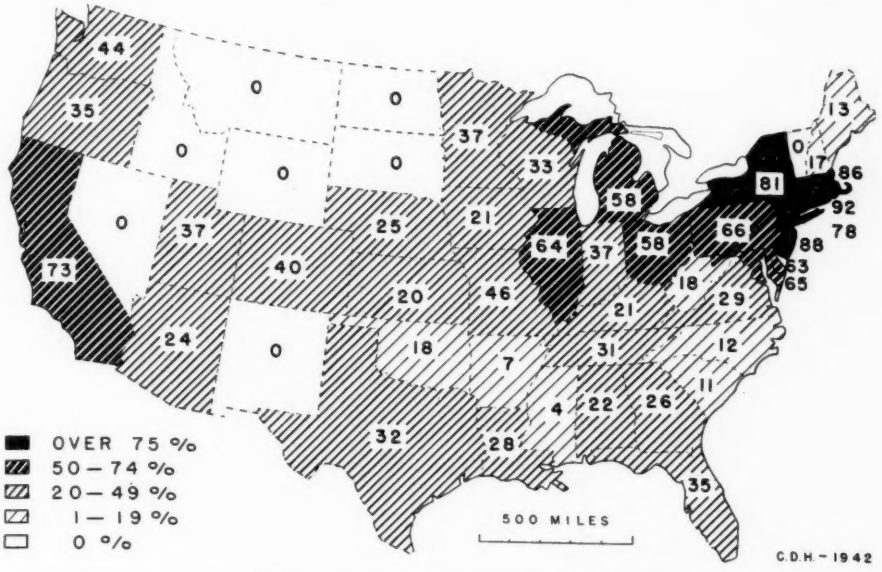

Fig. 2.—Percentage of Total Population of Each State Living in Metropolitan Districts.

politan districts include most of the agricultural Southern and Middlewestern states and some of the Western states. The 8 states without metropolitan districts, with the exception of Vermont, are arid states with sparse populations and no large cities.

ANNUAL MEETING
NATIONAL COUNCIL GEOGRAPHY TEACHERS

The Twenty-ninth Annual meeting of the National Council of Geography Teachers will be held at Ohio State University, Columbus, Ohio, on December 30, 31, 1942, and January 1, 1943. The Association of American Geographers will hold its meeting at the same place on December 20-31, 1942. Both organizations will be guests of the Geography Department of Ohio State University. Professor Guy-Harold Smith is in charge of local arrangements.

Hotel Headquarters will be in the Deshler-Wallick Hotel. Single rooms may be secured ranging from $3.00 to $7.00; double rooms range from $5.00 to $10.00. Large capacity rooms accommodating 4 to 10 persons are from $2.00 to $2.50 per person depending upon the number of occupants per room. Additional facilities may be available at the Neil House, Hotel Fort Hayes, and the Chittenden.

Inexpensive rooms in student rooming houses will be assigned on request to Mrs. Slater, University Housing Bureau, Administration Building, O.S.S. Cost $1.00 a night. With request kindly send a stamped addressed envelope in which the assignment will be returned.

PRELIMINARY PROGRAM

Wednesday, December 30, 10:30 A.M. *Meeting of the Executive Committee*

Wednesday, 1:30 P.M.

Address of Welcome. Guy-Harold Smith, Chairman Department of Geography, Ohio State University, Columbus, Ohio.

Response. Frederick K. Branom, Chicago Teachers College, Chicago, Illinois.

New Opportunities for Teachers of Geography. H. Thompson Straw, Western Michigan College of Education, Kalamazoo.

Community Studies in the Elementary School. Elizabeth Gregory, Keene Teachers College, Keene, New Hampshire.

International Friendship Club Work in War and Peace. Mary L. Smart, Roosevelt High School, Wyandotte, Michigan.

A Scientific Geography Study Tour. V. Calvon McKim, Fresno State College, Fresno, California.

Analysis of Difficulties in Freshman College Geography Classes. Edna Eisen, Kent University, Kent, Ohio.

Discussion.

Wednesday, 7:30 P.M.

Review of the Past Year. The 1942 President of the National Council.

The National Council as a Working Organization. Thomas F. Barton, Southern Illinois Normal University, Carbondale, Illinois.

The Finances of the National Council. George H. Primmer, State Teachers College, Duluth, Minnesota.

Classification of Climates—A Progress Report. E. E. Lackey, University of Nebraska, Lincoln.

Collecting and Analyzing Seasonal Data—A Progress Report. Alice Foster, University of Chicago.

Standards of Certification for the Teaching of Geography in High Schools—A Progress Report. A. H. Meyer, Valparaiso University, Valparaiso, Indiana.

Initiating the Work of the Curriculum Committee. Henry F. Becker, Florida State College for Women, Tallahassee.

How Can We Meet the Challenge? George J. Miller, State Teachers College, Mankato, Minnesota.
Report of the Nominating Committee.
What of the Future? The 1943 President of the National Council.

Thursday, 9:00 A.M.

REGIONAL STUDIES

The Areal Distribution of Hailstorms in Nebraska. G. David Koch, Indiana State Teachers College, Terre Haute.
Southeastern China—Our Springboard. Floy Hurlbut, Ball State Teachers College, Muncie, Indiana.
Wild Rice: Early Natural Resource. George S. Corfield, State Teachers College, Duluth, Minnesota.
Agricultural Possibilities in the Utah Valley. W. Elmo Coffman, Brigham Young University, Provo, Utah.
The South: An Old and New Frontier. J. Allen Tower, Birmingham-Southern College, Birmingham, Alabama.
Discussion.

Thursday, 2:00 P.M.

Panel: The Place of Geography in Post-War Planning.
Paneleers:
W. Elmer Ekblaw, Clark University, Leader.
Zoe Thralls, University of Pittsburgh.
Roderick Peattie, Ohio State University, Columbus.
A Progress Report on the Construction of Physiographic and Population Maps for the State of Missouri. Clarence B. Odell, Office of the Geographer, Department of State, Washington.

Thursday, 7:00 P.M.

Annual Dinner.
Climate Makes the Man. Dr. C. A. Mills, Professor of Experimental Medicine, University of Cincinnati.

Friday, January 1, 1943, 9:00 A.M.

GEOGRAPHY AND THE WAR

Maps in Wartime. Walter W. Ristow, Chief of Map Division, New York Public Library.
Geographic Regionalism of World Problems. Alfred H. Meyer, Valparaiso University, Valparaiso, Indiana.

FLOYD F. CUNNINGHAM
President

EDITORIAL NOTES AND NEWS

The Alaska Highway, built under the supervision of United States Army Engineers, extends over muskegs and mountains from Dawson Creek to Fairbanks. It more or less parallels the route flown by our Army bombers from the air bases at Edmonton, Whitehorse and Fairbanks, and the route flown commercially since 1937 by a Canadian air transport. The Peace River Country already had a railroad from Edmonton to Dawson creek as well as a highway ending north of Dawson Creek at Fort St. John. From the latter the new part of the highway extends north to Whitehorse and thence to Fairbanks. Tho open for winter travel, the summer is expected to see areas impassable due to the loss of bridges by ice jams, and the muddy muskegs as the frost leaves the ground.

DR. TREVOR LLOYD, of the Department of Geology and Geography at Carleton College, goes to Dartmouth College the first of the year to set up a new department of geography.

If your text, map or atlas is not a very recent one, it will not show the coastal railroad connecting these Mediterranean ports; Haifa in Palestine and Tripoli in the Levant States. This short railroad is a very important link in the railroad route from the Suez Canal to Turkey and thence on to the Berlin to Baghdad route. Previously, Haifa and Tripoli were connected by a highway near the coast, by coastwise vessels, or by rail hookups thru interior cities.

The Indiana Council of Geography Teachers met in Indianapolis, October 22, with Dr. J. Russell Smith as the guest speaker. Other speakers were Miss Edith Bane and Dr. S. S. Visher. About eight hundred were in attendance. Officers are Clarence Rotruck, president; Mabel Washburn, vice-president; and Floy Hurlbut, secretary-treasurer.

An interesting historical background is often unearthed when one delves into the origin of place names. That of the Fort Peck Dam goes back to the trading post, Fort Peck, named for one of its co-founders, Colonel Peck. After the Civil War, Peck and his brother-in-law entered into contract with the government to carry supplies on the Missouri to the military posts and Indian agencies of the northwest. Their steamboats also brought in troops, miners, and mining machinery, and brought back buffalo robes to the fur markets of St. Louis. They established the Fort Peck trading post near the present city of Glasgow, Montana, and operated it from 1867-71. Then the post served as an Indian Agency from 1873-79. It was never a military post, but it did occasionally house a detachment of troops. Since Peck was an advocate of improvements in the upper Missouri in order to promote navigation, the present dam and the new town of Fort Peck were named after Colonel Peck. The present developments adjoin the site of the old trading post.

The world's largest magnesium plant in production is located at Las Vegas, Nevada. It is one of five magnesium plants financed and owned by the Government thru the Defense Plant Corporation. The Las Vegas plant has a rated capacity of about three and a half times that of the total United States output in 1941. Only small quantities were produced here before the present war, Germany being the chief producer. Magnesium is used especially in aircraft manufacture, as an alloy, in bombs, flares, and tracer bullets.

Ducks and other aquatic fowl are suffering keenly from the oily waters resulting form torpedoed ships and submarines. The mineral oil destroys the birds' body oil which keeps their bodies warm and dry even in icy waters, resulting in death from exposure or from pneumonia. Also the oil interferes with their flight. Thousands of valuable eider ducks have died near Nova Scotia.

DR. EDWIN H. REEDER, University of Illinois, was the guest speaker at the social studies meeting held in connection with the Minnesota Education Association in Minneapolis in October. About five hundred persons were in attendance. At the geography meeting which followed the sectional meeting, papers were read by Dr. Trevor Lloyd, Carleton College, and by Cora P. Sletten, Mankato State Teachers College. Mary Gwen Shaw, Mankato State Teachers College, will serve as the next presidnt of the section, replacing Ethel G. Graves, St. Cloud State Teachers College.

In 1940, tonnage carried on the Mississippi and its tributaries was about half that on the Great Lakes. The last two years will probably show an all-time high tonnage of bulk goods on barges, pushed or pulled by river vessels equipped with Diesel engines. These barges carry war materials; chiefly, coal, oil, and ores, together with some finished products for overseas shipment to war zones. Cargoes on parts of the Great Lakes are nearly as great annually as the combined tonnages thru the Panama and Suez Canals.

DR. DONALD G. HUDSON, professor of geography at Northwestern University, has been named geographical editor of the *Encyclopedia Britannica*.

Oregon, mindful of the devastation resulting from the Tillamook fire of 1933, and endeavoring to enlist cooperation in fire prevention from its visitors and citizenry, has launched this slogan: "A century to grow, an hour to burn—Keep Oregon Green." In the Tillamook fire, trees were killed that could have furnished more than eleven billion feet of timber. Loss of game and fish could not be estimated. A screen of smoke rising on high and out over the ocean lowered the visibility of the air lines and ocean transports. One careless person could start a similar conflagration.

The United States has been extended the privilege of establishing two bases on Ecudorian territory. One of these is on the Galapagos Islands which are 950 air miles southwest of the Panama Canal. News of these islands get front page newspaper prominence occasionally when some persons seek seclusion there to escape boredom or exile from home, or when a presidential party visits them in quest of tuna fishing. Otherwise, they and their quaint animal life remain unnoticed to all but scientists and sailors, altho strategically they are significant outposts between the Canal and the South Sea islands. The other base is on the north side of the Gulf of Guayaquil, on Santa Elena Peninsula, where Ecuador's oil-producing fields are located.

GEOGRAPHICAL PUBLICATIONS

Lt.-Col. Robert A. Griffin, Editor, **School of the Citizen Soldier.** 532 pages, 9 illustrations, references, and index. Civilian Defense edition. D. Appleton-Century Company, New York, 1942. $2.40.

This volume originated in materials designed to inform the Second Army of the United States of its stake in the war. Part I, "Geography and World Trade" will prove of most value to geographers. The authors stress the notion that geography investigates effects of differences in environment on men's lives; they mean to give the soldiers not only information but understanding.

The partial solution of our mineral problem thru development of South American sources receives detailed treatment: antimony from Mexico and Brazil, Cuban chromium, Brazilian manganese, American mercury and mica all present a rosier picture than that of tin. We need to keep open the routes to Bolivian tungsten and to Surinam bauxite, to Alaskan and Columbian platinum and to Peruvian vanadium; Canadian asbestos and graphite constitute a lesser problem. We learn further how we work on the problems of coconut char, manila hemp, quinine, rubber, silk, and kapok.

In total war the authors consider production, morale, transportation, and combat, vital. For transfer of raw products, munitions, and fighting men we must keep open certain life lines (1) to Australia and vicinity, (2) to Britain and north Russia, (3) around south Africa to Red Sea, Persian Gulf, and India, (4) land routes to supply Russia, and (5) routes to both east and west coast South America. This involves control of certain bases to give reasonable assurance that traffic moves over the routes.

Geographers, as other citizens, may well read the discussions of United States history with special emphasis on the development of our present conflict with the axis powers; the organization and duties of the various units of our fighting forces; the descriptions of the armies of our chief enemies; and, propaganda and its place in total war. The concluding chapter emphasizes the seriousness of the task ahead, the common task of our uniformed fighters and of our civilian population, fighting equally hard, but with different weapons, on the home front.

GEO. H. PRIMMER

State Teachers College
Duluth, Minnesota

C. A. Cotton. **Geomorphology,** Part 1. 250 pp. Whitcombe and Tombs, Ltd., Christchurch, New Zealand. 1942, Cardboard cover, 10/6d.

This book is the first half of a revised and enlarged edition of the authors "Geomorphology of New Zealand, Part 1: Systematic" which was originally published in 1922. The present "Geomorphology, Part 1" consists of 18 chapters that are mostly devoted to the work of rivers and the development by streams of various types of landscapes. Particular attention is paid to the cycle of erosion and the characteristics of regions in youth, maturity and old age. Other topics include: subsequent rivers, stream piracy, adjustment of streams to structure and the development of relief forms, superposed rivers, soil erosion, resurrected landscapes, fault scarps and fault block structures, interruptions of a cycle by tilting, warping, rejuvenation and other earth movements, and so forth. Special attention is paid to river terraces. One chapter is devoted to "limestone landscapes." Glaciers, volcanoes and shorelines are left for Part 2 and are not included in this volume.

The author's ideas are expressed clearly and concisely. The book has ample illustrations with 254 of these on 250 pages. Many of the illustrations are drawings and diagrams by the author, that serve to amplify textual statements. Most of the pictures

are of New Zealand landscapes and constitute one of the most valuable things in the book for the American reader. The plates are generally good altho a few illustrations did not reproduce clearly. The book will be found useful to those interested in the study of land forms and is a reference work on the appearance of New Zealand landforms by those needing such information.

OTIS W. FREEMAN

Eastern Washington College of Education
Cheney, Washington

O. D. von Engeln, **Geomorphology,** 675 pp. Illustrations, Maps, Bibliographies. Macmillan Co., New York, 1942. **$4.50.**

This systematic and regional discussion is by a professor of geology at Cornell who is known to many readers of the JOURNAL OF GEOGRAPHY for excellent geographic descriptive articles in the JOURNAL and as co-author of a widely used physical geography. It affords much of interest. Even elementary school students will enjoy the photographic illustrations and sketches, of which there are more than 350. Altho the text is on an advanced level, the discussion is straight-forward and most readily followed. Many of the chapters are devoted to semi-regional discussions, for example, of the special features of coastal plains, stream valleys, folded mountains, faulted areas, glaciated regions, coastal zones, coral and other limestone deposits, volcanic areas, deserts. Helpful summaries are given of each chapter, and rather full bibliographies, subdivided into "classical"—the more distinguished studies—and "recent."

Most teachers of physical geography, and many students interested in the natural landscape could find considerable enlightenment and mental stimulation in this work. It is a worthy addition to geography libraries. The present recognition that aviators and ground forces should understand the natural landscape has led to increased study of physiography, now often called geomorphology. This book will contribute significantly to that program.

STEPHEN S. VISHER

Indiana University

John G. Albright. **Physical Meteorology.** 392 pp. Illustrated. Prentice-Hall, Inc., New York, 1939. **$5.35.**

The text opens with a consideration of the chemical and physical aspects of the atmosphere, its pressure and temperature variations and the instruments used to measure them. A chapter on the principles of heat as applied to gases provides a background for the understanding of air behavior. Separate chapters deal with the physical aspects of solar radiation; water vapor in the air, its condensation products and precipitation; winds and various types of storms; atmospheric electricity, acoustics, and optics; the thermodynamics of the atmosphere; and the dynamics of air movements. The book might be called the physics of the air. The reader is made conscious of the progress made in perfecting the weather instruments and in developing the equations used in measuring atmospheric phenomena, as well as the advances made in the theories accounting for them. A few human relations to the weather factors and their areal distribution are included. Questions at the end of chapters serve to focus the attention on the factual presentations. The textual material has been used in the author's course in meteorology at Case School of Applied Science.

C. P. S.

George T. Renner. **Human Geography in the Air Age,** 238 pp. including 55 pictures, diagrams and maps. The Macmillan Company, New York, 1942, 64 cents.

Human Geography in the Air Age, a text for high school students, is one of an Air Education Series. The author explains that the purpose of the book is "to show how . . . the airplane is creating and will continue to create a new economic and social geography and new geopolitics." This small but most interesting book should be used as a supplementary reader to orient students to the field of geography rather than to supplant a regular geography text.

The book is divided into nine chapters: Geography and Aviation Education; Geography is Man-Made; The Nature of Geographical Ideas; The World's Framework; Dynamic Geography; The Airplane Creates a New Economic Geography; The Airplane Creates a New Social Geography; The Airplane Creates a New Political Geography; and Geography and National Thinking.

The timeliness of the subject, the fresh facts and the challenging nature in which the contents are presented should not only appeal to high school students, but also interest parents and the general public. The dashing style; the thought-provoking maps, and the historical treatment of geographic information, help toward making the book very readable. The dynamic and practical application of physical geography to historical and current events will popularize geography and give it prestige in the high school curriculum. Moreover, this book will do more to orient both the pupil and high school administrator to the field of geography and its practical application than any high school text yet written.

THOMAS F. BARTON

Illinois Normal University,
Carbondale, Illinois

George T. Renner. **The Conservation of National Resources,** 228 pp., John Wiley and Sons, Inc., New York, 1942.

This small volume is divided into three Parts, (I) Facts, Ideas, and Objectives, 9 chapters; (II) Outline of Resources, Problems, and Proposals, 9 chapters; (III) Curriculum, Methods, and Materials, 4 chapters. Twenty-two chapters in a book of this size on a subject of this magnitude means that the chapters are short and the subject matter condensed. Part II is an outlined organization of subject matter to be developed and filled in by the readers, teachers, or students. The use of "National" resources in the title makes it logical to include a consideration of "Human" resources.

According to the author, the book is intended for use by four types of readers: (1) Teacher Colleges and Schools of Education, (2) Liberal Arts Colleges and Universities, (3) Teachers in Service, and (4) the ordinary citizen readers. Part I will be found suitable for all four types of readers, but Parts II and III are especially valuable for teachers. The outlines, bibliographies, and suggested topics for forum discussion will be of especial value.

Much of Part I presents a philosophical treatment of Conservation. It deals with such topics as, "Evidences of Resource Waste," "Problems of Resource Use," the "Evolution of the Conservation Idea," "The Rise of the Conservation Movement," and the "Objectives in Conservation Education."

The book is readable, stimulating, convincing, and challenging. The case for Conservation in Part I is strong. In fact, some of the superlatives border on overstatement. This is unnecessary because the statement of the unvarnished facts makes the case for Conservation strong enough.

Dr. Renner is to be congratulated on the writing of a book that dares to be different. It is a book worthy to be read by every citizen but invaluable to the teacher. It may be regarded as a sort of handbook on Conservation that may be consulted profitably

by every teacher whether he is teaching a course in Conservation or developing units on Conservation in connection with other school subjects.

H. O. LATHROP

State Normal University,
Normal, Illinois

Bulletin of the Imperial Institute. Vol. 39. No. 4. 102 pp.; Vol. 40. No. 1. 97 pp. Imperial Institute, South Kensington, S.W. 7. London. Each 75 cents.

The material found in these volumes deals with scientific and technical facts relative to the British Empire. The Institute acts as a clearing house for the distribution of information pertinent to the development of the Empire's natural resources. It is not only a clearing house furnishing the findings of others, but the highly-trained staff of the Institute may initiate a research program of its own if such a need occurs. Within the Institute's building are exhibits of the Empire, and provisions are made for lectures, films, and a variety of services that keep the general public of the United Kingdom informed on the development of animal, vegetable, and mineral products within the Empire. In addition to the brief articles featured in the volumes, are the book reviews, and the bibliography which is a list of the more important articles and reports received in the library of the Institute during the three months' period preceding the publication of each volume. The volumes are now available at the British Library of Information, 30 Rockefeller Plaza, New York.

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